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ABSTRACT

The report describes the planning, development, and conduct of a workshop held for educator, business, industry, and labor representatives of seven States. The workshop was designed to accomplish needed statewide planning for improved cooperative approaches to professional development, including industry/education exchange programs and internship. A model of the Cooperative Education Program Delivery System was developed. The introduction describes the background leading to the project need specification and the specific objectives of the project. It also describes the characteristics of the participant group and the potential impact of the project. The section on project activities explains how the workshop and supportive activities were designed to be responsive to participant needs and how this design is implemented. It describes each workshop session and includes a discussion of activities undertaken to assure control of project effectiveness. The section on project evaluation presents the basis for and the methodology used in evaluating project activities. It reports and discusses evaluation findings. The final section summarizes the project's activities, presents conclusions in relation to project objectives, and offers recommendations for future activities. The appendix contains a participant list, participant survey questionnaires, and worksheets. (Author/EC)

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THE BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP:

A WORKSHOP TO ASSURE IMPLEMENTATION OF THE COOPERATIVE TEACHER TRAINING CONCEPT IN SELECTED STATES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DENVER, COLORADO

MAY 5-9, 1974

Sponsored and Directed by:

The State Board for Community Colleges
And Occupational Education
207 State Services Building
Denver, Colorado 80203

In Cooperation With:

The Eckman Center
Woodland Hills, California

Monies for this workshop were made available by a Special Project Grant from the Education Professions Development Act, P.L. 90-35, Part F, Section 553, through the U.S. Office of Education, Vocational Education Personnel Development Branch.

CE 005 079

A REPORT COVERING THE ACTIVITIES AND OUTCOMES OF:

THE BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP

CONDUCTED: May 5-9, 1974

SPONSORED BY: The Colorado State Board for Community Colleges and Occupational Education

Dr. M. G. Linson, Director of Occupational Education
Dr. Robert F. Barnes, Director Research Coordinating Unit
Dr. M. G. Hunt, Director of Project

DEVELOPED AND CONDUCTED BY: THE ECKMAN CENTER

22291 Mulholland Highway
Woodland Hills, California 91364

SUPPORTED BY: Education Professions Development Act, P.L. 90-35, Part F, Section 553
United States Office of Education
Vocational Education Personnel Development Branch

Duane M. Nielsen, Chief
Muriel S. Tasman, Special Programs Officer
John W. Lacey, Region VIII, Program Supervisor

REPORT SUBMITTED: June 30, 1974

ABSTRACT

This report describes the planning, development and conduct of a unique planning workshop held for educator, business, industry and labor representatives of seven states. The Workshop was unique in that the objectives set were "output product" oriented and not participant behavior oriented. Each state team successfully completed a plan for the statewide delivery of professional educator pre-service and inservice training utilizing a cooperative approach.

Project evaluation results indicated that all project objectives were met. Recommendations for future action are proposed.

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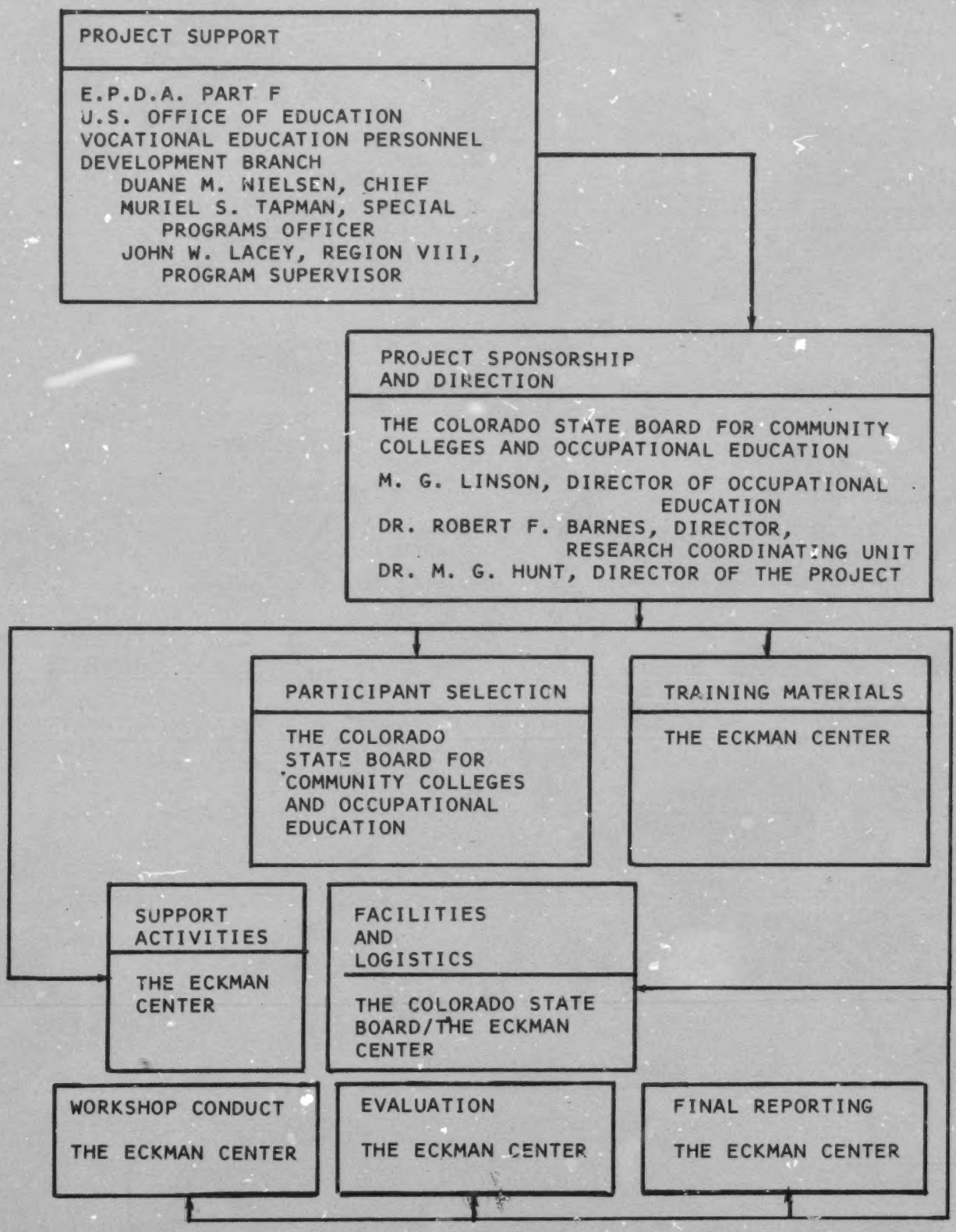
1.0 INTRODUCTION

Under the auspices of the Education Professions Development Act, Part F, Section 553 (Public Law 90-35), a four-day planning Workshop for seven state teams has been held. This Workshop was designed to accomplish needed statewide planning for improved cooperative approaches to professional development, including industry/education exchange programs and internships. This Workshop, together with supporting activities, was funded by the United States Office of Education, Vocational Education Personnel Development Branch. The Workshop was designed to provide participating states with an opportunity to develop a comprehensive program plan for the delivery of cooperative industry/education personnel exchange programs (at the inservice level) and internship programs (at the pre-service level) for meeting professional development requirements of professional educators not (fully) satisfied by traditional training approaches. The project was sponsored by The Colorado State Board for Community Colleges and Occupational Education, Dr. M. G. Linson, Director; Dr. Robert F. Barnes, Director, Research Coordinating Unit. Dr. M. G. Hunt served as director of the project. The Eckman Center of Woodland Hills, California, developed and conducted the project. State teams representing Colorado, Idaho, New Hampshire, New Jersey, North Dakota, Oklahoma and Texas were in attendance.

A project organization chart is found in Exhibit 1 on page 2.


PROJECT SUPPORT
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VOCATIONAL EDUCATION PERSONNEL
DEVELOPMENT BRANCH
DUANE M. NIELSEN, CHIEF
MURIEL S. TAPMAN, SPECIAL PROGRAMS OFFICER
JOHN W. LACEY, REGION VIII, PROGRAM SUPERVISOR
PROJECT SPONSORSHIP AND DIRECTION
THE COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
M. G. LINSON, DIRECTOR OF OCCUPATIONAL EDUCATION
DR. ROBERT F. BARNES, DIRECTOR, RESEARCH COORDINATING UNIT
DR. M. G. HUNT, DIRECTOR OF THE PROJECT
PARTICIPANT SELECTION
THE COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
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EXHIBIT 1

PROJECT ORGANIZATION

1.1 ORGANIZATION OF THE REPORT

This report contains three major sections: Body, Appendix, and Attachment.

The Body of the report is divided as follows:

- Section 1, Introduction, describes the background leading to the project need specification and the specific objectives for the project. The Introduction also describes characteristics of the participant group and suggests the potential impact of the project.
- Section 2, Project Activities, explains how the Workshop and supportive activities were designed to be responsive to participant needs and how this design was implemented. It describes each Workshop session and includes a discussion of activities undertaken to assure control of project effectiveness.
- Section 3, Project Evaluation, presents the basis for and the methodology used in evaluating project activities. It reports evaluation findings and discusses those findings.
- Section 4, Summary, Conclusions and Recommendations, summarizes the project's activities, presents conclusions in relation to project objectives, and offers recommendations for future activities.

The Appendix contains information which serves to amplify the Body of the report. The Appendix is divided into sections which correspond to the numerical sections of the Body of the report.

The Attachment, a copy of participant materials, has been deposited with The Colorado State Board for Community Colleges and Occupational Education.

1.2 NEED FOR THE PROJECT

Teachers in occupational education have the responsibility to ensure that our youth who are preparing to enter the world-of-work are adequately trained to obtain jobs, and also are prepared to succeed by steady advancement in their chosen career. The rapid advance of technological change places a burden on these teachers since the training skills required by business and industry are rapidly changing. This program was addressed to developing practical and effective planning to squarely answer the question -- how can vocational education teachers maintain a high skill level in turn with rapidly changing technology, while attending to the day-to-day demands of the school classroom and laboratory?

The Workshop thrust was directed toward use of the cooperative approach and how cooperative methods can be used to augment traditional teacher preparation programs. Just what is a cooperative education approach; who cooperates, and who gets educated?

First, cooperative education is a term used to describe the way education happens rather than who or what is taught. A cooperative education approach can be applied to virtually any training need. Basically, a cooperative education approach utilizes the available community resources in cooperation with the educational institutions to provide the specific skills and related information necessary for achieving a successful employment experience.

Renewed interest in a cooperative approach to educator professional development does not imply that traditional teacher preparation methods will be replaced. Traditional methods have evolved over time in response to the conflicting demands of a swelling teacher training enrollment and the need for a higher degree of occupational specialization. In some occupations, technological advance is forging ahead so rapidly it is suspected that the skills being taught to many of our nation's youth at a given time are obsolete before they enter the "work-a-day" world.

These factors serve to heighten an already growing concern that traditional teacher preparation and professional development approaches are not adequately sensitive to technological change resulting in the fact that many of the courses and curricula being used to train our youth are not relevant and up to date. To the many thousands of dedicated professional educators who prepare our youth to enter this highly demanding world-of-work, the problem is particularly acute, partly because changes in the skills demanded by real world jobs are changing rapidly, and the curricula that educators devise must change just as rapidly if they are to keep pace with reality.

What of the educator himself? If he is practicing his craft, how can his skills be simultaneously kept relevant and up to date in areas of training for which he is responsible? The cooperative approach is being heralded by many as one answer to this dilemma.

First, using a cooperative approach, it is possible for a teacher to immerse himself in the actual practice of the state-of-the-art for a brief or extended period. Prior to gaining certification as a teacher, aspiring educators can begin this process of professional updating and renewal by what is termed an internship; not unlike the medical profession approach from whence the term originates.

Experience has shown that in many cases the cooperative sword will cut in two directions. Many leading business and industrial firms have come to the understanding that there is much to be gained in having persons who are currently practicing their skills in the real world-of-work return to the classroom, to impart this knowledge and insight to our youth and sow the seeds of heightened articulation with the future "opinion makers" of our society. When persons in industry actually exchange roles with the educator for a limited time, such programs are called cooperative exchange programs; generally with equal benefit accruing to all parties except our youth who, it turns out, benefit in two ways.

Prior to now, cooperative programs happened because select individuals, believing in the efficacy of this approach, were in the right place, at the right time; serendipity as it were. However, today such an ad hoc approach to so promising a method is not sufficient. Therefore, this Workshop was designed to meet the planning requirements to bring about systematic pursuit of formal methods and procedures at the state and local level to make the benefits of a cooperative approach available to all educators who can benefit from such programs.

1.3 PROJECT PURPOSES AND OBJECTIVES

This project consisted of a Workshop and supportive activities. The purpose of the project was to have each state team develop one or more strategies to implement sound, workable, teacher-industry exchange programs at the inservice level (for practicing educators) and pre-service level (for teachers-in-training, e.g., internship).

The specific project objectives were:

1.3.1 Develop a prototype model program for use by a state or region to strengthen vocational teacher training by means of involving representatives from business, industry and labor.

1.3.2 Determine the quality and extent of the involvement of advisory committees in vocational teacher training.

1.3.3 Determine the quality and extent of teaching (and other) internship programs in vocational teacher training.

1.3.4 Document methods and techniques which serve to bring business, industry and labor influence to bear on the structure and administration of teacher training programs.

1.3.5 Document methods and techniques which serve to bring business, industry and labor influence to bear in seeking legislative

change to permit the implementation of more effective teacher training programs.

1.3.6 Document recommended steps to continuously upgrade the quality and extent of vocational teacher training programs.

1.4 POTENTIAL IMPACT

Participating state teams were recruited throughout each USOE region in an effort to provide a national impact. A total of 30 participants representing seven states attended the Workshop. The states participating in the Workshop were:

- Colorado
- Idaho
- New Hampshire
- New Jersey
- North Dakota
- Oklahoma
- Texas

A complete listing of all participants and the states/agencies/organizations which they represented is contained in Section 1.4 of the Appendix.

On the following pages, the reader will find a summary of the results of participant baseline data collection. This summary describes the participants in terms of:

- supervisory responsibility
- professional contacts
- degree of familiarity with and frequency of use of planning and management techniques.

The baseline data instrument is exhibited in Section 1.4 of the Appendix.

BASELINE DATA - ALL PARTICIPANTS

1. Average number of years in present position = 5.4

2. Percent of respondents having supervisory responsibility = 85%

3. Percent of respondents with supervisory responsibility for 11+ individuals = 74%

4. Primary professional contacts

   Education personnel - 70%
   Business and Industrial personnel - 26%
   Organized Labor personnel - 4%

5. Degree of familiarity with and frequency of use of selected management and planning techniques

   Degree of familiarity: 1 = least, 7 = most
   Frequency of use: 1 = never, 5 = daily

   Responses indicated equal mean responses (see next page).

	Technique	DEGREE OF FAMILIARITY	FREQUENCY OF USE
1.	achievement testing	5.36	2.85
2.	aptitude testing	5.2	2.7
3.	budgeting	5.375	3.9
4.	compliance with state laws impacting industry/education exchanges	4.64	3.26
5.	counseling principles	5.0	3.2
6.	flow charting	4.84	2.8
7.	forecasting	4.96	3.05
8.	higher education practices	5.0	3.5
9.	job development	5.167	3.47
10.	operations analysis	4.417	2.95
11.	personnel administration	5.542	4.1
12.	pre-service/inservice training strategies	5.24	3.5
13.	principles of line authority	5.48	3.8
14.	proceduralized instructions	4.5	3.1
15.	program evaluation	5.6	4.1
16.	program planning	6.04	4.17
17.	scheduling	5.64	4.0
18.	systems analysis	4.58	3.11
19.	task analysis	4.88	3.05
20.	writing program proposals or justifications	5.52	3.56

BASELINE DATA - EDUCATIONAL PERSONNEL

1. Principal contacts of educator participants within the educational community

13	Practicing teachers	12	Business and distributive education teachers
9	Students in teacher training	11	Work experience personnel
7	Agricultural teachers	16	Secondary level (1)
14	Trade and industrial teachers	11	Community College level (3)
9	Homemaking teachers	12	University level (2)

2. Degree of difficulty which respondents believed educational agencies would experience in releasing professional staff for cooperative experiences (1 = no difficulty, 7 = great difficulty).

	MEAN
Releasing a professional staff member without a replacement for	
one day only	1.35
up to three days only	3.00
one day a week	4.94
up to three days a week	6.35
as frequently as required	6.06
Releasing a professional staff member with an available replacement for	
one day only	1.18
up to three days only	1.47
one day a week	2.71
up to three days a week	4.41
as frequently as required	4.65
Obtaining the endorsement for and cooperation of personnel at the	
upper administrative level	4.19
middle administrative level	3.13
non-supervisory level	2.44
for a program of industry/education exchange.	

3. Categories of educational personnel which participants from educational field believed would benefit from participation in industry/educational exchange.

100%	students in teacher training	94%	mid-level administrators
100%	practicing teachers	69%	upper-level administrators
88%	work experience personnel		

4. Educator participant knowledge of legal restrictions hindering industry/educational exchange.

No knowledge of restrictions = 68.7%
Knowledge of restrictions = 31.3%

Description of restrictions:

- Fulfilling contractual obligations
- Workman's Compensation
- Certification status
- Non-union teachers working in union shops
- Liability regulations

BASELINE DATA - BUSINESS/INDUSTRIAL PERSONNEL

1. Principal contacts of business/industrial participants within the business community

6	Manufacturing	3	Advertising
5	Mercantile	5	Transportation
3	Finance	3	Utilities
2	Labor Relations	2	Other

2. Degree of difficulty which respondents believed business firms would experience in releasing professional staff for cooperative experiences (1 = no difficulty, 7 = great difficulty).

Releasing a person without a replacement for	MEAN
one day only	1.83
up to three days only	2.83
one day a week	4.17
up to three days a week	5.33
as frequently as required	5.33
Releasing a person with an available replacement for	
one day only	1.6
up to three days only	2.2
one day a week	2.8
up to three days a week	3.2
as frequently as required	3.6
Obtaining the endorsement and cooperation of personnel at the	
upper management level	2.17
middle management level	3.0
professional/skilled level	3.17
non-professional level	2.67

for a program of industry/education exchange.

3. Categories of business personnel which participants from business/industry believed would benefit from participation in industrial/educational exchange

83.3%	professional/skilled
50.0%	lower-level management
83.3%	mid-level management
16.7%	upper-level management

4. No company policies were identified by business/industry personnel which would serve to hinder educational/industry exchanges.

BASELINE DATA - ORGANIZED LABOR PERSONNEL

1. Principal contacts of organized labor participants within the organized labor community

1	Manufacturing		Advertising
	Transportation	2	National level
	Mercantile	2	State level
	Utilities	2	Local level
1	Clerical		

2. Participants representing organized labor were asked three open-ended questions concerning industry/education exchanges. The questions and their responses are:

Many activities of organized labor are subject to public laws enacted at the local, state and national level. Please describe any legal restrictions of which you are aware which would serve to substantially hinder the development or implementation of industry/educational exchange programs in your state.

- No collective bargaining for public employees
- "Right to work" law complicates acceptance of non-union exchange worker

What policies, rules or practices of organized labor in your state might serve to substantially hinder the development or implementation of industry/educational exchange programs in your state?

- Seniority practices
- Prevailing wage scales vs. educational pay scales

Please describe what you believe to be the motivation and interest of union members at the skilled and professional levels to participate in industry/educational exchange programs.

- Commitment to "career education"
- Common belief that vocational teachers are underpaid and under qualified.

To assist in bringing about a significant project impact, The Eckman Center has designed a teacher professional development need assessment survey instrument. Copies of this instrument were provided to each participating state team and to each state Director in USOE Region VIII. This instrument has been designed to assist the states to determine the priority needs for teacher inservice training and the needs most appropriately served by cooperative education approaches. The need survey instrument, exhibited in Appendix Section 1.4, is highly innovative, inasmuch as it is based on an analysis of day-to-day educator situations and typical problems encountered in such situations.

2.0 PROJECT ACTIVITIES

2.1 DEVELOPMENTAL APPROACH

The general development approach undertaken in support of this project began with an analysis of the needs for teacher pre-service and continuing inservice training. In addition, an examination of known applicable constraints in cooperative educational approaches at the local level was made. Among such constraints are the problems associated with releasing professional educator personnel. When asked about this problem, Workshop participants indicated substantial difficulty in releasing professional educator staff, without replacement, at a frequency greater than one day a week. When suitable personnel replacement is provided, Workshop participants indicated that release of educator professionals one day a week was of minimum difficulty. Identification of project requirements led to the development of the specific project objectives presented in Section 1.2 of the report. Subsequent to setting objectives, an analysis was made of personnel to be selected to participate in the Workshop. The capabilities and prior level of accomplishment of individual participants were of particular importance to later phases of program development. These capabilities and accomplishments were analyzed to determine the participant "input mix." This analysis provided a point of departure from which to establish the Workshop procedures and strategies.

It was soon evident that an effective Workshop approach was not based on the presumption that what was needed is more training of participants. Indeed, it was evident that what was required was a "doing" Workshop; one having an output product objective and not a training objective. The reason for this was that the participants were viewed as having sufficient content expertise in the matter of teacher pre-service and inservice education. Additionally, each participant had unique knowledge of his (or her) own state's problems, priorities and organizational constraints regarding

implementing cooperative approaches to educator professional development. What was soon evident is that the Workshop activity should "capitalize" on this wealth of expertise and concentrate on having participants from each state work together as a planning team. The Workshop design, then, focused on the problem of how to get a group having high subject content expertise (but minimum* planning skill) to function effectively to produce a statewide plan for delivering cooperative professional development programs and services. Procedures and strategies were then established to allow each state's participants to function together as a planning unit.

The Workshop development approach utilized in this program was designed to provide participants with a series of tasks, completion of which would serve to create a statewide plan by each participating state team. The conclusion of the planning effort was to be evidenced by several outcomes; each state team having created:

- a sequential narrative of the specific activities to be undertaken within the state to create an ongoing cooperative teacher educational program.
- a functional flow diagram of the sequential narrative of activities.
- the stipulation of observable, interim and terminal milestones which would serve to identify progress toward and completion of the planning activities.
- a delineation of the implementation approach being suggested by the state planning team at a level of detail sufficient to permit effective delegation of responsibility for program implementation.

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* Baseline testing reveals that some degree of planning expertise was obtained by each state team, some more than others. The impact of this unequal distribution of planning talent was to permit individual state teams to proceed through the various tasks at various speeds; sometimes producing marked disparity among interim group progress.

- an identification of pertinent resources, together with their location, required for implementation of the activities identified in the planning narrative. Resources identified were of the following types: information, personnel, material, facility and equipment.

- specification of potential sources of failure which could hinder the eventual completion of activities identified as essential to creating an ongoing cooperative educational program and the identification of preventative (additional) activities necessary for overcoming each potential failure.

- a time-line/schedule of the implementation for planning activities and for the achievement of interim and terminal milestones identified.

- identification of preliminary estimates of professional efforts required for each activity identified in the plan and an assessment of the non-labor cost estimated to be incurred.

- identification of existing agencies/resources/organizations engaged in activities complementary to the cooperative educational professional development program designed.

- development of an assignment log/check list to guide members of each state team to obtain necessary approvals and coordination.

The Workshop was, thus, comprised of a number of specific interim outputs which, when joined together, provided each state team with a comprehensive plan and supporting documentation for a comprehensive statewide cooperative education program to meet priority inservice and pre-service training requirements of educator professionals.

2.2 WORKSHOP CONTENT

Exhibit 2.2, on the following page, depicts the agenda for the Workshop. Individual state teams moved through the various Workshop activities at their own pace, as dictated by their specific needs and approaches. The specific activities are described in greater detail in Section 2.3.2 of this report.

2.3 IMPLEMENTATION

The implementation of the project had three primary components:

1. Development of a functional model of a generic cooperative educational program delivery system
2. Development and conduct of the planning Workshop
3. Measurement and control of project effectiveness.

2.3.1 DEVELOPMENT OF A GENERIC MODEL OF THE COOPERATIVE EDUCATIONAL PROGRAM DELIVERY SYSTEM

A model of the Cooperative Educational Program Delivery System was designed during the project. A general model, describing nine functions of the delivery system, served as the basis for validation and augmentation of a delivery system by each individual state team, as well as a point of departure for planning activities. The general model provided the theoretical foundation from which Workshop materials were developed.

THE ECKMAN CENTER

BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP WORKSHOP

WORKSHOP AGENDA - All Sessions in the Cripple Creek Room

	MONDAY - MAY 5	TUESDAY - MAY 6	WEDNESDAY - MAY 7	THURSDAY - MAY 8
9:00	Introduction and Overview (large group)	Orientation to Activity Breakdown Analysis (large group)	4 th, 5 th, and 6 th Functions (small group)	Contingency Planning (small group)
		First Function (small group)		Presentations by State Teams
10:30	break	break	break	break
	Communications Exercise (large group)	Continuation	7 th, 8 th, and 9 th Functions (small group)	Summary and Conclusions Awarding of Certificates
	Orientation to TASK 1 (large group)	General Session (large group)		
Noon	lunch	lunch	lunch	
1:00	TASK 1 General Delivery System Model (small group	Second Function (small group)	General Session (large group)	
		Communication Exercise (large group)	Implementation Planning Task (small group)	
3:00	break	break	break	
	TASK 1 Continuation General Session (large group)	3 rd and 4 th Functions (small group)	Continuation	
			Flowchart Construction	

The Workshop served to provide final refinement and validation to the cooperative educational program Delivery System model.

The model is presented in schematic diagram form on the next page. The explanation of each function or activity block is as follows:

FUNCTION NO. 1: DETERMINE NEED FOR PROFESSIONAL DEVELOPMENT

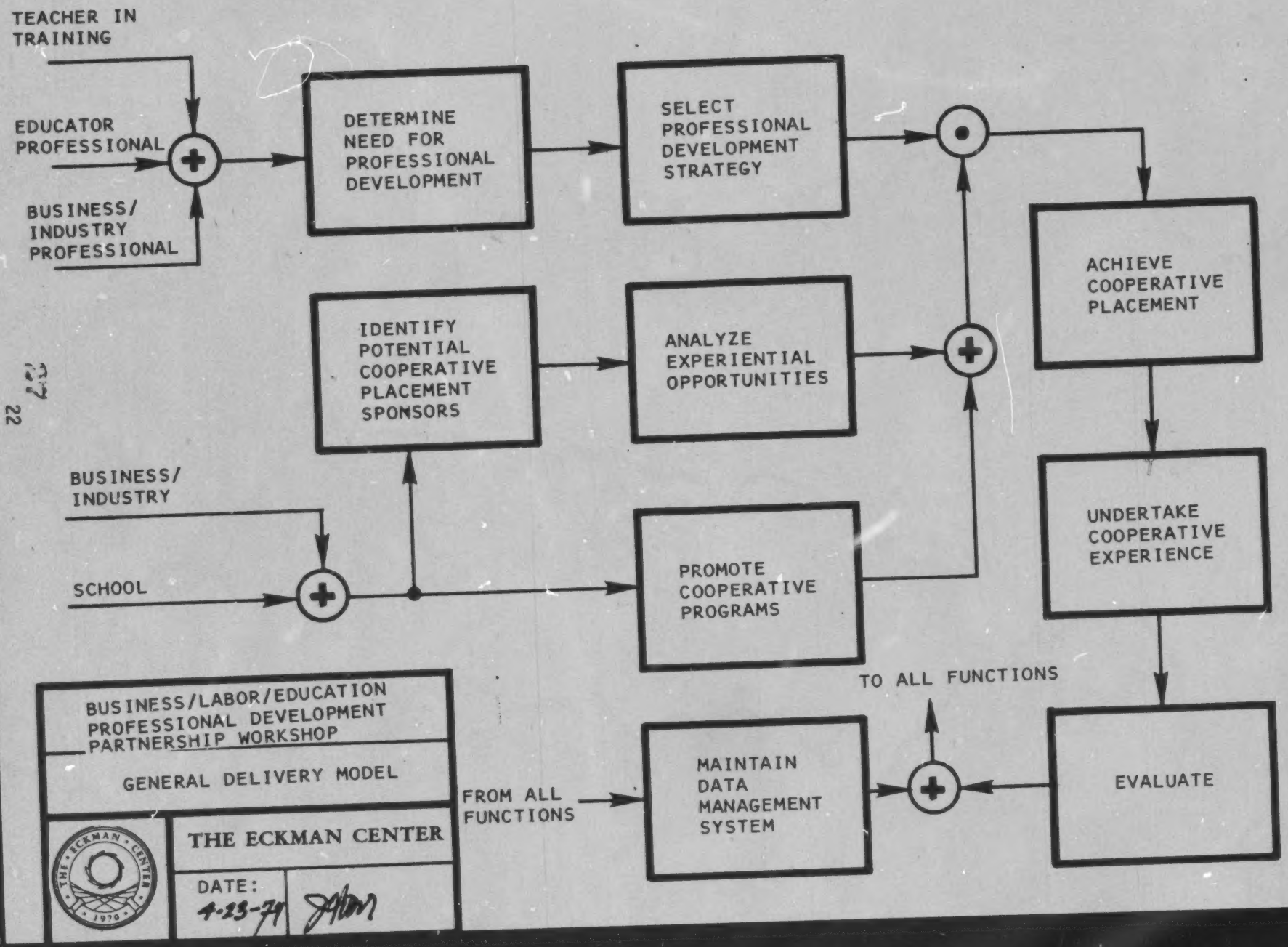
The collection of activities which serves to assess the "need" for professional development (of some types) in order to establish, maintain or increase individual competence and work related qualification. Activities within this category may include the design and administration of attitude and skill surveys, the development of job specifications for current and/or emerging positions, and the results of performance or proficiency reviews.

FUNCTION NO. 2: SELECT PROFESSIONAL DEVELOPMENT STRATEGY

Activities in this category seek to define or specify a program approach to meet the professional development needs (previously) defined in the first function. Such program approaches may include elements of formal instruction or workshop activity, elements of on-the-job experience, independent study, etc., or a combination of such elements. The selection of a suitable professional development program approach will take into account the particular personal and organizational constraints which apply to an individual in addition to the individual's preferences and abilities.

FUNCTION NO. 3: PROMOTE COOPERATIVE PROGRAMS

Activities which seek to inform the general public and professionals of the availability and potential benefits of undertaking a cooperative approach to professional development. This function concerns itself with the selection and implementation of information dissemination techniques suitable to the informational needs of the particular target group(s) selected for promotion.


TEACHER IN TRAINING
EDUCATOR PROFESSIONAL
BUSINESS/ INDUSTRY PROFESSIONAL
DETERMINE NEED FOR PROFESSIONAL DEVELOPMENT
SELECT PROFESSIONAL DEVELOPMENT STRATEGY
ACHIEVE COOPERATIVE PLACEMENT
IDENTIFY POTENTIAL COOPERATIVE PLACEMENT SPONSORS
ANALYZE EXPERIENTIAL OPPORTUNITIES
BUSINESS/ INDUSTRY
SCHOOL
PROMOTE COOPERATIVE PROGRAMS
UNDERTAKE COOPERATIVE EXPERIENCE
TO ALL FUNCTIONS
FROM ALL FUNCTIONS
MAINTAIN DATA MANAGEMENT SYSTEM
EVALUATE
BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP WORKSHOP
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FUNCTION NO. 4: IDENTIFY POTENTIAL COOPERATIVE PLACEMENT SPONSORS

Activities in this category seek to identify and classify potential Cooperative Placement Sponsors in the business/industrial, labor or educational sectors. A cooperative placement sponsor is an organization or agency which is currently engaged in, or could potentially be engaged in, the cooperative placement of professionals for the purpose of obtaining realistic on-the-job experiences. Typical activities for this function include the conduct of special surveys or interviews with employer organizations for the purpose of determining the type of on-the-job experiences which may be suitable and available.

FUNCTION NO. 5: ANALYZE EXPERIENTIAL OPPORTUNITIES

Activities falling within this function are directed toward the specification and delineation of the nature and scope of opportunities for on-the-job experiences which can be made available at potential sponsoring organizations. The basic techniques of job and task analysis are used to identify and specify the particular types of skill and attitude, as well as the levels of knowledge required of persons to successfully accomplish the responsibilities of designated positions. Published data, job descriptions, and hiring requirements serve to provide a substantial body of information which, when coupled with direct observational techniques, will assist in associating the kinds of job and experiential opportunities available within particular cooperative placement organizations and agencies.

FUNCTION NO. 6: ACHIEVE COOPERATIVE PLACEMENT

Activities which support this function serve to establish a "placement" of a particular professional in a particular sponsoring organization. Having first determined that a cooperative exchange or placement approach to professional development is most appropriate for a particular professional's need, interviews might be conducted between the potential candidate for cooperative placement and personnel in the cooperative placement agency or

organization. Procedural and legal matters pertaining to the employment of the professional are here given operational considerations, along with consideration of individual constraint factors which may arise with regard to a particular individual. If the cooperative placement situation involves the mutual exchange of personnel between an educational institution and a business/industrial concern, the program is properly termed a cooperative exchange.

FUNCTION NO. 7: UNDERTAKE COOPERATIVE EXPERIENCE

Activities comprising this function seek to provide the professional with on-the-job experiences which have been determined suitable for the particular professional development needs possessed. These activities involve actual on-the-job tasks, employer/employee conferences and review, merit assessment, and all other activities pertaining to the actual conduct of the cooperative engagement.

FUNCTION NO. 8: EVALUATE

An essential component of any program is that of evaluation. Activities which together identify this function are intended to assess the effectiveness and impact of the cooperative placement experience with respect to meeting the professional development needs of the professional involved. This level of effectiveness is in no small measure dependent upon the accomplishment of predecessor functions and their constituent activities. As a result, evaluation activities quite properly provide diagnostic as well as impact feedback to the persons in charge of other measured categories of program activity. Activities comprising evaluation may include professional development questionnaires and/or competency-based tests which are applied to individuals during and at the completion of their cooperative placement experience. Interviews and surveys taken among the colleagues and co-workers of professionals engaged in cooperative placement, analysis and review of financial commitments necessitated by a program operation, and attitudinal surveys of personnel who have collaborated with the professional both prior to and subsequent to cooperative placement experiences are also typical.

FUNCTION NO. 9: MAINTAIN DATA MANAGEMENT SYSTEM

All activities which seek to collect, analyze, store, interpret and otherwise manipulate data and information pertaining to the operation of a cooperative program are deemed part of the Data Management System. It is conceivable that data management system activities may include the development and maintenance of data processing software, data files, and financial reporting components. Additionally, it is likely that a great deal of existing technology in the form of data processing systems and software can be brought to bear in developing and maintaining a sufficiently rich environment for data to support a cooperative education program.

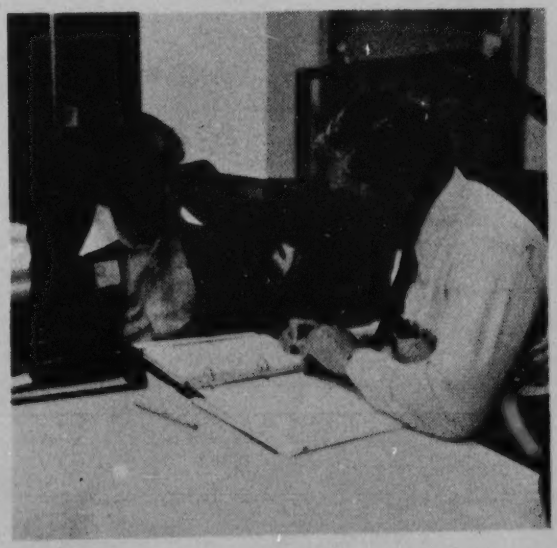
2.3.2 DEVELOPMENT AND CONDUCT OF THE WORKSHOP

The Workshop was designed to be appropriately self pacing for all participating state teams through its concentration on providing the materials, skills and motivation required to apply proven planning techniques to unique local and statewide situations. Conduct of the Workshop utilized small group work sessions. Technical information was provided by means of three instructional methodologies:

- brief presentations/discussions
- task training instructional materials
- self-instructional resource information

Presentations were limited in length and interspersed with extended periods of supervised small-group work.

Structured response forms, called Task Sheets, were utilized in the conduct of planning sessions. These Task Sheets were used to guide participant activity and to enable participants to document their work for future reference. Task Sheets and all other supporting materials were bound in a specially-prepared loose-leaf workbook and distributed to participants at the beginning of the Workshop.



The Task Sheets utilized in the Workshop will be found in Appendix Section 2.3.2 of this report.

Listed below, by day, are descriptions of the activities undertaken in each Workshop segment. The Attachment to this report, deposited at The Colorado State Board for Community Colleges and Occupational Education, contains a complete set of participant materials.

2.3.2.1 SUNDAY

Sunday's activities were comprised of advanced registration, baseline testing, and an informal get-together reception for participants and staff.

2.3.2.2 MONDAY

Monday marked the first formal work session of the Business/Labor/Education Professional Development Partnership Workshop. Monday's activities included:

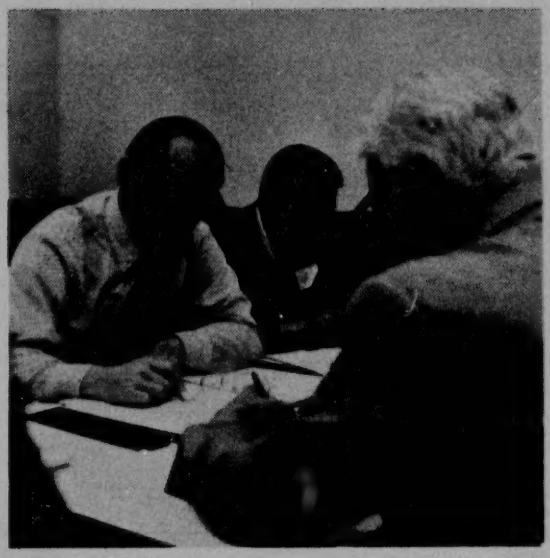
- Overview of Workshop
- Orientation to task
- Analysis of Generic Cooperative Education Program Delivery Model for professional development
- Augmentation of Generic Delivery Model to reflect state specific circumstances and procedures

- Identification of Agencies/Organizations/Programs currently involved in activities related to each function of the Generic Delivery Model
- Specification of Agencies/Organizations/Programs which appear to have resources which impact the delivery of cooperative educational programs for professional development.

2.3.2.3 TUESDAY

Workshop activities on Monday served to orient participants to the tasks ahead which would enable each state team to leave the Workshop with a completed plan for the development and implementation of a cooperative educational program for educator professional development. Tuesday was devoted to:

- Specification of the goal(s) for each function of the state's cooperative educational program delivery system.

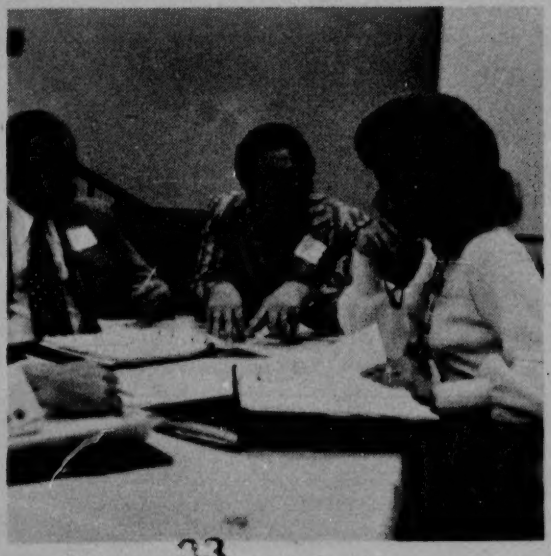


- Specification of the outcome(s) which would accrue as a result of implementing each function of the cooperative educational program delivery system.

- Specification of the basic implementation activities which would be undertaken to make each function of the cooperative educational program delivery system operational.

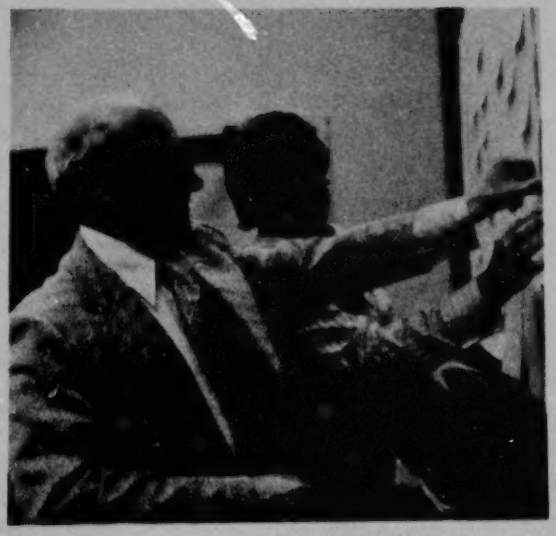
2.3.2.4 WEDNESDAY

Tuesday's planning activities were at a general level and served to provide Workshop participants with a general, although not detailed, plan for developing and implementing a cooperative educational program. The activities for the remainder of the week were more specific and resulted in a highly specific plan for the cooperative program concept. Wednesday's activities were comprised of:



- Specification of the outcome(s) to be attained

from each activity of each function of the state's cooperative program.



- Description of the individual state team's recommended approach for carrying out each activity.
- Identification of required information, personnel, material, facility and equipment resources for implementing each activity of each function.
- Specification of two significant (interim) milestones for each activity of each function which would be observable at strategic points in time in which the activity was being implemented.
- Identification of possible failure sources for each activity of each function which would serve to prevent or delay the completion of the activity.

- Specification of preventive activities (and the associated outcome(s), approach, resource requirements and milestones) which would serve to eliminate or substantially reduce the

impact of the failure sources identified.

- Development of a pictorial description (functional flow diagram) of the activities comprising the plan.

2.3.2.5 THURSDAY

Thursday served as a day devoted to finalizing planning work, making changes on the basis of Workshop staff review of planning activities, and conducting implementation and contingency planning. Implementation and contingency planning was comprised of:

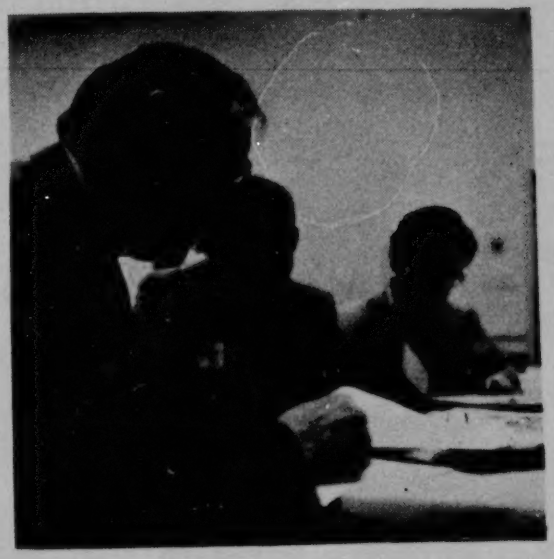
- Development of a time-line/schedule for the implementation of planning activities for each function of the state's cooperative educational program for professional development.
- Specification of a preliminary estimate of professional man weeks required for each activity of each function.
- Development of an assignment log/check list to guide members of the state team to insure an effective strategy to obtain necessary approvals and coordination of efforts to make operational the planning work conducted at the Workshop.

2.3.2.6 INDIVIDUALIZATION

The Workshop was designed to permit each state team to complete its planning at a rate of progress appropriate to the team's individual capability and requirements. Hence, certain state teams accomplished planning tasks at a rate which differed from the schedule detailed above.

2.3.3 MEASUREMENT AND CONTROL OF WORKSHOP PROGRESS

In addition to evaluative measurements of project effectiveness (see Section 3), the use of the coordinated instructional systems approach in project development required that assessment measures of state team achievement be made during the Workshop so as to monitor the need for modification or alteration to Workshop activities and conduct strategies.



Periodic assessment of participant progress and attitude change was undertaken. This feedback had as its purpose the identification of the effectiveness of individual planning activities. Ongoing modification or augmentation of subsequent Workshop activities was accomplished as appropriate or necessary based on the results of this information.

Several direct and indirect procedures were systematically applied to assure high quality team output. These procedures served to assure that the Workshop experience would have the highest reasonable likelihood of meeting overall project objectives. The following are examples of these procedures:

2.3.3.1 CONDUCT STAFF TECHNICAL BRIEFING

Once Workshop materials had been prepared by the development staff, two activities were undertaken. First, the individual who would serve as the staff supervisor for the conduct of the Workshop was selected. This individual was responsible for meeting each day's output objectives. Second, a technical briefing was undertaken for Workshop staff on the objectives of the Workshop, the way in which the materials were designed to meet Workshop objectives and appropriate process/conduct strategies. The purpose of this briefing was to insure utilization of appropriate process/conduct strategies to meet Workshop objectives.

2.3.3.2 MEET WITH PROJECT DIRECTOR

Frequent informal meetings between the Project Director and The Eckman Center Workshop staff proved highly useful to add important perspective to the effectiveness of the Workshop and other project activities.

2.3.3.3 CONDUCT SESSION

Based upon these meetings and briefings, a Workshop session was conducted. Workshop conduct included administration of post-session surveys and observational fact finding endeavors designed to assess the extent to which achievement of the objectives was met. Administration of a daily "Post-Session Survey" was designed to assess the extent of participant satisfaction with the actual processes and procedures used in the course of the Workshop. An individual selected to be staff supervisor was responsible to and under the direction and guidance of the staff supervisor.

2.3.3.4 CONDUCT STAFF DEBRIEF

Upon the conclusion of each daily session, the staff supervisor conducted a Workshop staff debrief designed to assess the extent to which Workshop objectives were met, and to identify logistical and interpersonal advantages and constraints which affected participant progress. The information obtained in these meetings served as valuable resource in the conduct of subsequent sessions. Debrief topics centered around consideration of:

- participant baseline skills
- state team achievement in previous Workshop segments
- individual participant attitude toward previous Workshop segments
- logistical matters of concern during previous Workshop segments

This activity assisted in making the Workshop highly relevant to the needs of each particular participant.

2.3.3.5 ANALYZE POST-SESSION SURVEY DATA

Post-session attitudinal survey data described above was analyzed upon conclusion of each daily session. This data was useful in the modification of process/conduct strategy to insure participant acquisition of skills and

knowledge required to meet project objectives, as well as participant satisfaction with Workshop activities as related to participant motivation.

2.3.3.6 EVALUATE UNSOLICITED PARTICIPANT COMMENTS

Outside of the scope of formal project assessment, many participants provided valuable information and critique. This information found its way into the staff debrief and served to meaningfully impact conduct of subsequent sessions.

2.3.3.7 REVIEW OF PARTICIPANT OUTPUT

The Workshop staff periodically conducted a quality control check on the quality of participant achievement. This was typically done at night and provided an opportunity for Workshop staff to provide highly specific remarks and suggestions to each participant.

3.0 EVALUATION

Two phases of evaluation were identified as appropriate to this project:

- immediate Workshop program assessment
- intermediate Workshop effectiveness assessment.

Phase one of the Workshop evaluation analyzed participant achievement of outcomes during the Workshop. Phase two evaluation -- intermediate effectiveness of the Workshop -- employed a post-Workshop survey to determine the degree of participant implementation of Workshop planning output at a point in time three to four weeks after the Workshop.

3.1 METHODOLOGY

3.1.1 PHASE ONE

Workshop output products completed by state teams were evaluated in two ways. First, Workshop staff worked closely with each state team during Workshop conduct hours and reviewed output products at various stages in process and upon completion of selected segments of planning activity. This evaluation methodology is best described as interactive. Errors and omissions in planning activity were detected in this review and appropriate adjustments suggested. Second, at the conclusion of the Wednesday Workshop session, Workshop staff undertook a detailed analytical critique of each participating state team's output products with special emphasis placed upon the integration and continuity of the various output products, as well as the communicative strength of planning documentation.

3.1.2 PHASE TWO

Three and one-half weeks after conclusion of the Business/Labor/Education Professional Development Partnership Workshop, each participant was forwarded a post-workshop survey designed to assess participant perceptions relative to the impact of the Workshop and the progress made one month after the Workshop, by their state team. The follow-up survey instrument is illustrated in Section 3.1 of the Appendix.

The instrument used even integer scales to record participant perceptions about both the Workshop and activities since Workshop conclusion. In addition, respondents were encouraged to provide comments. The findings which resulted from administration of this survey instrument are presented in Section 3.2.4.

Responses were received from more than one-third of the Workshop participants.

3.2 FINDINGS AND DISCUSSION

3.2.1 Vocational education advisory committees in the states participating in the Workshop involve themselves at differing levels of commitment in providing guidance to practicing vocational education leaders relative to inservice and pre-service vocational education teacher training. All states seem to have some limited approval or advice from advisory committees with respect to general purposes or intents of teacher professional development. Advisory committee input is, however, more extensive in some cases. In such cases, advisory committees identify specific problems or limitations in vocational education teacher professional development and make specific recommendations. There is evidence of the fact that such advice is well received. This level of advisory committee involvement is, however, more unusual than typical. General information, but not very specific data, about professional development is usually provided to advisory committees, but decision problems or recommendations are not typically formulated by professional staff so as to enable advisory committees to make decisions or provide detailed advice. Approval or recommendation of budgetary expenditures is typical, content and procedure input is forthcoming on an occasional basis but typically is not regular or specific. Generally speaking, advisory committee input appears to be more involved in considerations of pre-service training than inservice training.

3.2.2 Teaching (and other) internship programs in vocational education familiar to Workshop participants are limited. When asked to specify the number of such internship programs. their purpose and the number of teachers (others) involved in such programs, the following data was reported.

STATE	PROGRAM	OBJECTIVES	PERSONNEL INVOLVED
Colorado	CSU Summer Internship	work experience	15
Colorado	CSU Internship	professional experience	25
Idaho	Cooperative Voc. Ed.	-	--
Idaho	EPDA Fellowships	-	--
	University Fellowship	leadership development	2
Idaho	Internship for Voc. teachers	updating voc. competency	14
Idaho	Distributive Education	-	--
New Hampshire	On the job Training	upgrade skills	--
New Hampshire	Manpower Development	teaching skills	--
New Hampshire	Work Incentive	teaching skills	--
New Jersey	Graduate	Administrative training	25
New Jersey	Contractors' Assoc.	improve supervisory skills	200
North Dakota	Cooperative Work Experience	practical experience for office occupations instructors	--
North Dakota	Cooperative Work Experience	practical experience for business administration	--
North Dakota	N. D. State School of Science	upgrade skills	all trade & industrial teachers
North Dakota	N. D. State University	work experience	retail students
North Dakota	Minot State College	practical experience	accounting & EDP students
North Dakota	State Voc. School	work experience	12
Texas	Industry/Education Personnel Exchange	update teacher competency	70
Texas	Distributive Education	certification	2 retail employees

The reader will note that a number of the programs listed above concern themselves with the development of educational/teaching skills and not occupational skills.

3.2.3 Each state team in attendance at the Business/Industry/Labor Professional Development Partnership Workshop completed the following planning activities and documented their work at a level of quality and detail sufficient to support long-term and short-range implementation of cooperative educational programs by members of the state team or other individuals to whom implementation responsibility might be assigned or delegated:

- A functional description of a cooperative educational program delivery system for professional development appropriate and suitable to the state.
- A specification of the goal(s) for each function of the delivery system.
- Specification of the outcome(s) resulting from implementations of each delivery system function.
- Specification of the constituent activities to be undertaken to implement each function of the delivery system.
- Specification of the frequency of occurance/performance of each activity.
- Delineation of the suggested implementation approach to be followed in carrying out each activity.
- Specification of the information, personnel, material, facility and equipment resources to be deployed in implementing each activity.
- Specification of the significant (interim) milestone(s) which would serve as observable evidence that progress toward the completion of each activity is occurring.
- Specification of the sources of failure (if any) which would serve to delay or prevent the completion of the activity.

- Specification of additional activities (as well as their outcomes, frequency, approach, resource requirements and milestones) which would serve to eliminate or reduce the occurrence of a source of failure.
- Development of a pictorial representation -- in the form of a functional flow diagram -- of the plan at the activity level.
- Preparation of an estimate of professional effort and non-labor costs required to implement the plan.
- Specification of interfacing agencies/organizations/programs which could provide resources to assist in the implementation of the plan developed.

In addition, five of the seven state teams in attendance went on to complete the following planning activities and documented their work at a level of quality and detail sufficient to support long-term and short-range implementation of cooperative educational programs by members of the state team or others:

- Conversion of man-week labor data into a Gannt Schedule Chart
- Development of a log-sheet/assignment guide delineating specific responsibilities and activities of state team members upon their immediate return to home states.

3.2.4 In the follow-up survey of participant perceptions, twelve statements were presented and respondents indicated the extent of their agreement with each. Listed on the next page are the twelve statements and the mean responses of respondents. The higher the mean response the greater agreement (1.0 equals the lowest possible response, 10.0 equals the highest possible response).

STATEMENTS	MEAN RESPONSE
a. The Denver Workshop was as good as, or better than, any Workshop I have ever attended.	7.1
b. I prefer a Workshop which has a product output (e.g., a plan) rather than one which has just a behavior output (e.g., changed attitudes).	8.8
c. The Workshop materials and presentations were all the resources I needed to create a meaningful plan for cooperative professional development programs.	6.9
d. I found the Workshop staff helpful to my planning effort.	8.2
e. I found the Workshop staff available whenever I needed help.	9.9
f. If it hadn't been for this Workshop, our state probably would not have a comprehensive plan for cooperative teacher/industry exchange programs.	4.3
g. The Workshop facilities were excellent in every respect.	7.7
h. Our state has made good progress in implementing the plan developed at the Workshop.	6.0
i. Our state's progress in implementing the plan developed at the Workshop would be helped by obtaining a few days of consulting assistance on specific implementation problems we are experiencing.	5.0
j. Implementation of the plan our team developed would benefit from knowing of the experiences and troubles of other state teams in attendance at the Workshop.	7.4
k. Implementation of the plan our team developed is hindered by lack of available funds.	5.6
l. Implementation of the plan our team developed would benefit from having more concern and interest about cooperative professional development programs on the part of our highest educational administrators.	6.6

Space was provided on the survey instrument response card for respondents to make any open ended comments they pleased. The following comments were received:

- Without question, the best Workshop of this nature I have ever participated in, in many years. (Our state's planning outcome products will be forthcoming.)

- A very valuable experience. It would be even more valuable if USOE would make provisions for a sound, meaningful follow-up rather than squirreling off in some other direction in quest of new windmills.
- The vacation period has no doubt hindered the progress of our committee.
- An excellent Workshop; thanks for making it possible for us to attend.
- All efforts have been hampered by the lack of decisions and slowness of decisions under CETA by the Department of Labor. The state is still not in a reasonable transition due to uncertain funding. There is great uncertainty in this state which still has not been resolved under CETA.

3.3 OUTPUT PRODUCTS

Examples of participating state team output products provided to The Eckman Center subsequent to conclusion of the Workshop will be found in Section 3.3 of the Appendix.

4.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 SUMMARY

A planning Workshop and supportive activities for seven state teams comprised a project sponsored by The Colorado State Board for Community Colleges and Occupational Education, supported by the U. S. Office of Education, Vocational Education Personnel Development Branch, and developed and conducted by The Eckman Center, Woodland Hills, California.

Thirty educators, business and labor representatives attended a five-day cooperative educational planning Workshop, May 5-9, 1974, at the Downtown Holiday Inn Motor Hotel, Denver, Colorado.

The project included:

- Development of Workshop materials on the basis of participant need, prior experience and participant capability.
- Development of a model of the cooperative education delivery system for use by participating state teams in initiating their planning activities.
- Use of self-paced Workshop procedures employing long activity sessions interspersed with short presentations or small group discussions to provide Workshop participants with resource information necessary to complete their planning tasks.
- Extensive use of project quality control procedures designed to insure attainment of project objectives.
- Development of a general model of the cooperative education delivery system from the output of participating state teams at the Workshop for use by non-participating states in planning a cooperative educational program for professional development.

The project had the following objectives:

- Develop a prototype model program for use by a state or region to strengthen vocational teacher training by means of involving representatives from business, industry and labor.
- Determine the quality and extent of the involvement of Advisory Committees in Vocational Teacher Training.
- Determine the quality and extent of teaching (and other) internship programs in Vocational Teacher Training.
- Document methods and techniques which serve to bring business, industry and labor influence to bear on the structure and administration of Teacher Training Programs.
- Document methods and techniques which serve to bring business, industry and labor influence to bear in seeking legislative change to permit the implementation of more effective Teacher Training Programs.
- Document recommended steps to continuously upgrade the quality and extent of Vocational Teacher Training Programs.

All project objectives were met. Evaluation methodology included baseline testing, inspection of interim and terminal planning outcomes, in-process and follow-up surveys.

4.2 CONCLUSIONS

Activities undertaken in support of the Workshop, together with the findings of the evaluation demonstrated that the following outcomes, with respect to project objectives, resulted from the activities of the project.

OBJECTIVES	OUTCOMES
1. Develop a prototype model program for use by a state or region to strengthen vocational teacher training by means of involving representatives from business, industry and labor.	• A prototype model program - The Business/Labor/Education Professional Development Partnership - was developed and conducted May 5-9, 1974, at the Downtown Holiday Inn, Denver, Colorado, involving business, labor and education representatives from seven states. • A general model of the cooperative educational delivery system was developed and validated and served as the basis for planning for the implementation of cooperative programs for professional development.
2. Determine the quality and extent of the involvement of Advisory Committees in Vocational Teacher Training.	• The quality and extent of involvement of Advisory Committees in Vocational Teacher Training (pre-service and inservice) was assessed. It was determined that the extent of such involvement is typically limited by either the failure to properly structure involvement or by limiting Advisory Committee concern to fiscal considerations.
3. Determine the quality and extent of teaching (and other) internship programs in Vocational Teacher Training.	• The knowledge of Workshop participants relative to the quality and extent of teaching (and other) internship programs was assessed. Workshop participants typically demonstrated limited

	knowledge of such internship programs and knowledge was sufficiently limited to preclude meaningful conclusions about the quality of such programs of internship.
4. Document methods and techniques which serve to bring business, industry and labor influence to bear on the structure and administration of Teacher Training Programs.	• Business, labor and education personnel, working in state teams, developed detailed plans at the functional and activity level in both verbal and pictorial formats to implement a cooperative educational program for professional development.
	• Business, labor and education personnel working in state teams analyzed and documented their analysis of organizations/agencies/programs currently involved in cooperative educational programs and specified organizations/agencies/programs which could serve as information, equipment, material, facility and personnel resource in implementing the cooperative educational program planned.
5. Document methods and techniques which serve to bring business, industry and labor influence to bear in seeking legislative change to permit the implementation of more effective Teacher Training Programs.	• Workshop participants, in the course of planning, identified legal barriers to implementing cooperative educational programs and identified strategic points in the implementation schedule of their plans where more exhaustive and detailed analysis of legislation

	and development of new or modified legislation would be undertaken.
6. Document recommended steps to continuously upgrade the quality and extent of Vocational Teacher Training Programs.	• Participants in the Business/Labor/Education Professional Development Partnership Workshop carefully and accurately documented implementation activities and procedures for bringing on line and making fully operational cooperative educational programs for professional development. Documentation included, but was not limited to, specification of functions, activities, outcomes (interim) milestones, procedural approaches, resources and potential failure sources.

4.3 RECOMMENDATIONS

It is recommended that:

1. Widespread distribution of the cooperative education delivery model be made to states not participating in the Workshop.

2. An investigation be conducted into the feasibility of replicating this Workshop experience for non-participating states or augmenting Workshop planning materials with self-instructional guidelines for use by non-participating states.

3. A follow-up program of state-specific consultation be developed to assist participating states in the effective and efficient resolution of implementation procedures including the design and validation of instrumentation, program promotion and program evaluation.

4. A longitudinal evaluation of at least three years' duration be conducted to assess the long term project impact.

APPENDIX
SECTION 1.4

- ROSTER OF PARTICIPANTS
- BASELINE DATA INSTRUMENT
- NEED SURVEY INSTRUMENT

ROSTER OF PARTICIPANTS

COLORADO

Dr. B. Harold "Tex" Anderson
Department of Vocational Education
Colorado State University
Ft. Collins, Colorado 80521

Dr. Robert F. Barnes
State Board for Community Colleges
and Occupational Education
1525 Sherman Street, Room 215
Denver, Colorado 80203

Mr. John Lacey
United States Office of Education,
Region VIII
19th and Stout Streets
Denver, Colorado 80202

Mr. Reed Laker
Western Electric Company, Inc.
111 Havana
Aurora, Colorado 80010

Mr. LeRoy Nick
Department of Vocational Education
McKee Hall, Room 318
University of Northern Colorado
Greeley, Colorado 80639

IDAHO

Dr. James Bikkie
824 North Grant
Moscow, Idaho 83843

Ms. C. Janet Latham
1200 Santa Maria Drive
Boise, Idaho 83702

Mr. Dale Parsons
North Idaho College
1000 West Garden
Coeur d'Alene, Idaho 83814

NORTH DAKOTA

Dr. Dale Atwood
1203 Valley View Drive
Minot, North Dakota 58701

Mr. Roger Bloomquist
2611 South 11th Street
Grand Forks, North Dakota 58201

Mr. Marvin Dutt
State Office Building
Bismark, North Dakota 58501

Mr. Ken Larsen
321 North 4th Street
Box 2443
Fargo, North Dakota 58102

Mr. Lyle Sorum
1104 - 2nd Avenue South
Fargo, North Dakota 58102

Mr. Odin Stutrud
910 North 4th Street
Wahpeton, North Dakota 58075

NEW HAMPSHIRE

Mr. George E. McAvoy
155 Manchester Street
Concord, New Hampshire 03301

Mr. Melvin J. Severance
Box 9
Merrimack, New Hampshire 03504

NEW JERSEY

Mr. Joseph Dzurenda
State Department of Education
Vocational Division
225 West State Street
Trenton, New Jersey 08825

Mr. William Henry
Ocean County Vocational-
Technical School
West Water Street
Toms River, New Jersey 08753

Mr. Marvin Roberts
1426 Union Avenue
Pennsanken, New Jersey 08110

Mr. Thomas Tsuji
Glassboro State College
Glassboro, New Jersey 08028

Mr. Robert Pecka
Western Electric Company, Inc.
195 Broadway
New York, New York 10007

OKLAHOMA

Mr. Cecil Dugger
Technical Education Department
Oklahoma State University
Stillwater, Oklahoma 74074

Mr. Gordon James
1220 North Sixth Street
Durant, Oklahoma 74701

Ms. Carol Suttles
S.W. Bell Telephone Company
707 North Robinson, Room 1002
Oklahoma City, Oklahoma 73126

TEXAS

Ms. Ruth Ellinger
AFL-CIO
P. O. Box 12727
Austin, Texas 78711

Mr. Hiram Goad
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Ms. Jean Nipper
4202 Tennyson
Houston, Texas 77005

Mr. Leo Schreiner
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Mr. William A. Speary
144 St. Andrews Drive
Alvin, Texas 77511

Mr. Terry Thompson
Brown & Root Inc.
P. O. Box 3
Houston, Texas 77005

BUSINESS/LABOR/EDUCATION
PROFESSIONAL DEVELOPMENT PARTNERSHIP WORKSHOP

BASELINE DATA
(To be completed prior to or during the first session)

A. BIOGRAPHICAL INFORMATION (please print)

1. Name _____
2. Street address _____
3. City, State, Zip _____
4. Telephone home: ( )_____
   office: ( )_____
5. Employing organization _____
6. Your position _____
7. Number of years in your present position _____
8. Does your position involve supervisory responsibility?
   ____ yes ____ no
   If yes, how many people do you supervise?
   ____ 1 - 5
   ____ 6 - 10
   ____ 11- 20
   ____ 21 +

B. PROFESSIONAL CONTACTS

Check one:

Your primary professional contacts are with:

____ Education Personnel (go to B.1)
____ Business and Industrial Personnel (go to B.2)
____ Organized Labor Personnel (go to B.3)

B.1 Please indicate your principal contacts within the Educational Community. Check any which apply.

____ Practicing teachers
____ Students in teacher training
____ Agricultural teachers
____ Trade and industrial teachers
____ Homemaking teachers
____ Business and distributive education teachers
____ Work experience personnel
____ Secondary level
____ Community College level
____ University level
____ Other (specify) _____

Please go to C.

B.2 Please indicate your principal contacts within the Business Community. Check any which apply.

____ Manufacturing
____ Mercantile
____ Finance
____ Labor Relations
____ Advertising
____ Transportation
____ Utilities
____ Other (specify) _____

Please go to C.

B.3 Please indicate your principal contacts within the Labor Community. Check any which apply.

____ Manufacturing
____ Transportation
____ Mercantile
____ Utilities
____ Clerical
____ Advertising
____ National level
____ State level
____ Local level
____ Other (specify) _____

Please go to C.

C. MANAGEMENT METHODS AND TECHNIQUES

1. On the next page you will find a list of planning and implementation techniques. You are asked to indicate the extent to which you are familiar with, or have knowledge of, each technique and its uses. Familiarity is measured on a scale progressing from the left (least familiar) to the right (most familiar). Please rank your responses by circling the number on the scale which best reflects your degree of familiarity with the techniques listed.

Example:

Technique:	DEGREE OF FAMILIARITY							FREQUENCY OF USE
	Least						Most	
Using the tumbling coin method to guide decision-making.	1	2	3	(4)	5	6	7	5

If you have never heard of this method, you would circle number 1.

If you have heard of this method but are not sure how it works, you might circle number 4 or 5.

If you are very familiar with this method, and are able to use it to guide your decision-making, circle number 7.

2. The column headed FREQUENCY OF USE is intended to measure the extent to which you have actually applied each technique to your present position. Use is measured on a five-point scale, with one indicating no frequency of use, five indicating daily use.

never	seldom	occasionally	often	daily
1	2	3	4	5

Therefore, if you have occasion to use the tumbling coin method with high frequency of use, enter a 4 or 5 in the space provided.

	Technique	DEGREE OF FAMILIARITY Least						Most	FREQUENCY OF USE
1.	achievement testing	1	2	3	4	5	6	7	_____
2.	aptitude testing	1	2	3	4	5	6	7	_____
3.	budgeting	1	2	3	4	5	6	7	_____
4.	compliance with state laws impacting industry/education exchanges	1	2	3	4	5	6	7	_____
5.	counseling principles	1	2	3	4	5	6	7	_____
6.	flow charting	1	2	3	4	5	6	7	_____
7.	forecasting	1	2	3	4	5	6	7	_____
8.	higher education practices	1	2	3	4	5	6	7	_____
9.	job development	1	2	3	4	5	6	7	_____
10.	operations analysis	1	2	3	4	5	6	7	_____
11.	personnel administration	1	2	3	4	5	6	7	_____
12.	pre-service/in-service training strategies	1	2	3	4	5	6	7	_____
13.	principles of line authority	1	2	3	4	5	6	7	_____
14.	proceduralized instructions	1	2	3	4	5	6	7	_____
15.	program evaluation	1	2	3	4	5	6	7	_____
16.	program planning	1	2	3	4	5	6	7	_____
17.	scheduling	1	2	3	4	5	6	7	_____
18.	systems analysis	1	2	3	4	5	6	7	_____
19.	task analysis	1	2	3	4	5	6	7	_____
20.	writing program proposals or justifications	1	2	3	4	5	6	7	_____

Education Personnel go to D

Business/Industry Personnel go to E

Organized Labor Personnel go to F

D. FOR PARTICIPANTS REPRESENTING THE EDUCATIONAL COMMUNITY

Please indicate the degree of difficulty which you believe educational agencies would experience in the situations described below. Indicate the extent of difficulty by circling one of the numbers (from 1 to 7) for each situation presented, where 1 equals no difficulty and 7 equals great difficulty.

		DEGREE OF DIFFICULTY						
		No Difficulty						Great Difficulty
1.0	Releasing a professional staff member without a replacement for							
1.1	one day only	1	2	3	4	5	6	7
1.2	up to three days only	1	2	3	4	5	6	7
1.3	one day a week	1	2	3	4	5	6	7
1.4	up to three days a week	1	2	3	4	5	6	7
1.5	as frequently as required	1	2	3	4	5	6	7
2.0	Releasing a professional staff member with an available replacement for							
2.1	one day only	1	2	3	4	5	6	7
2.2	up to three days only	1	2	3	4	5	6	7
2.3	one day a week	1	2	3	4	5	6	7
2.4	up to three days a week	1	2	3	4	5	6	7
2.5	as frequently as required	1	2	3	4	5	6	7

		DEGREE OF DIFFICULTY						
		No Difficulty						Great Difficulty
3.0	Obtaining the endorsement for and cooperation of personnel at the							
3.1	upper administrative level	1	2	3	4	5	6	7
3.2	middle administrative level	1	2	3	4	5	6	7
3.3	non-supervisory level	1	2	3	4	5	6	7

for a program of industry/education exchange.

4.0 Please check the categories of personnel within the education field who you believe would benefit from participating in an Industry/Educational Exchange.

____ students in teacher training
____ practicing teachers
____ work experience personnel
____ mid-level administrators
____ upper-level administrators
____ other (specify) _____

5.0 To your knowledge, are there any legal restrictions which may hinder programs of industry/educational exchange in your state? If yes, please describe.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Please go to G

E. FOR PARTICIPANTS REPRESENTING THE BUSINESS AND INDUSTRIAL COMMUNITY

If your company were to participate in an Industry/ Educational Exchange, please indicate the degree of difficulty which you believe your company would experience in the situations described below. Indicate the extent of difficulty by circling one of the numbers (from 1 to 7) for each situation presented, where 1 equals no difficulty and 7 equals great difficulty.

		DEGREE OF DIFFICULTY						
		No Difficulty						Great Difficulty
1.0	Releasing a person without a replacement for							
1.1	one day only	1	2	3	4	5	6	7
1.2	up to three days only	1	2	3	4	5	6	7
1.3	one day a week	1	2	3	4	5	6	7
1.4	up to three days a week	1	2	3	4	5	6	7
1.5	as frequently as required	1	2	3	4	5	6	7
2.0	Releasing a person with an available replacement for							
2.1	one day only	1	2	3	4	5	6	7
2.2	up to three days only	1	2	3	4	5	6	7
2.3	one day a week	1	2	3	4	5	6	7
2.4	up to three days a week	1	2	3	4	5	6	7
2.5	as frequently as required	1	2	3	4	5	6	7

		DEGREE OF DIFFICULTY						
3.0	Obtaining the endorsement and cooperation of personnel at the	No Difficulty						Great Difficulty
3.1	upper management level	1	2	3	4	5	6	7
3.2	middle management level	1	2	3	4	5	6	7
3.3	professional/ skilled level	1	2	3	4	5	6	7
3.4	non-professional level	1	2	3	4	5	6	7

for a program of industry/ educational exchange.

4.0 Please check the categories of personnel within your organization who you believe would tend to benefit most from participating in an Industry/Educational Exchange.

____ non-professional/ semi-skilled

____ professional/ skilled

____ lower-level management

____ mid-level management

____ upper-level management

____ other (specify) _____

_____

5.0 Companies in a given industry or geographic area frequently have similar policies governing their activities in various endeavors. If you are aware of any such policies which would serve to hinder the development of industry/educational exchange programs, please describe them below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please go to G

F. PARTICIPANTS REPRESENTING ORGANIZED LABOR

1. Many activities of organized labor are subject to public laws enacted at the local, state and national level. Please describe any legal restrictions of which you are aware which would serve to substantially hinder the development or implementation of industry/educational exchange programs in your state.

2. What policies, rules or practices of organized labor in your state might serve to substantially hinder the development or implementation of industry/educational exchange programs in your state?

3. Please describe what you believe to be the motivation and interest of union members at the skilled and professional levels to participate in industry/educational exchange programs.

Please go to G

G. ALL PARTICIPANTS

1.0 Please describe any teaching (and other) internship programs in vocational education in your state with which you are familiar.

PROGRAM	OBJECTIVES/ PURPOSE	NUMBERS AND TYPE OF PERSONNEL PARTICIPATING

2.0 Please describe the ways in which vocational education advisory committees in your state involve themselves in the planning or implementation activities related to vocational teacher training.

Preservice

Inservice

THE ECKMAN CENTER
22291 Mulholland Highway
Woodland Hills, California 91364
(213) 347-4445

Directions for Completing the Questionnaire

In the left-hand column are listed several *situations* which frequently occur in the work of a vocational educator.

Professional *activities* common to vocational educators are described across the top.

The numbered columns on the extreme right provide space for indicating the extent to which the situations in the left-hand columns have raised some problems.

To complete the questionnaire:

1. Read the first *situation*.
2. Then read across the page, checking each *activity* in which you have been engaged when the *situation* came up.
3. Check the appropriate numbered column which indicates the extent to which the *situation* has created problems for you.
4. Continue this process until you have reviewed all the *situations* and your questionnaire is filled out.
5. Return the completed questionnaire in the pre-addressed envelope provided.

Sample completed questionnaire:

Situation / You:	Activities						1	2	3	4	5
~~		X		X				X			
~~			X	X	X		X				
~~											X
~~	X	X			X				X		
~~											

NEED ANALYSIS QUESTIONNAIRE

ACTIVITIES

SITUATION YOU:	WHILE RESPONDING TO SOME PAPER-WORK FROM THE STATE DEPARTMENT OF EDUCATION OR SCHOOL DISTRICT	WHILE DEVELOPING A NEW OR MODIFIED COURSE OF STUDY	WHILE DEVELOPING NEW OR MODIFIED INSTRUCTIONAL UNITS WITHIN AN EXISTING COURSE OF STUDY	WHILE GETTING A PROPOSAL SUBMITTED (E.G., NEW CLASS STARTED, NEW PROGRAM, NEW EQUIPMENT)	WHILE CEATING NEW OR RESTRUCTURING EXISTING JOBS WITH EMPLOYEES	WHILE WRIT SOME INST OR PROCEDU STUDENT TO
NEEDED MORE INFORMATION ABOUT SPECIFIC JOB DUTIES						
HEARD FROM A COLLEAGUE THAT A STUDENT ENROLLED IN A COURSE AS A RESULT OF YOUR ADVICE WASN'T PERFORMING SATISFACTORILY						
NEEDED MORE INFORMATION ABOUT THE HIRING REQUIREMENTS OF A PARTICULAR EMPLOYER						
RECEIVED STUDENT FEEDBACK THAT DROPPING OUT TO START WORKING IS BETTER THAN COMPLETING A PRESCRIBED COURSE OF VOC. ED.						
WERE UNABLE TO JUSTIFY EXPENDITURES OF TIME, MONEY, AND/OR EFFORT FOR A NEEDED PROGRAM OR PROJECT						
NEEDED MORE COMPLETE INFORMATION ON THE PHYSICAL, MENTAL, AND EDUCATIONAL REQUIREMENTS FOR A SPECIFIC JOB OR OCCUPATION						
WERE FRUSTRATED BY EVIDENCE THAT YOUR VOC. ED. STUDENTS WERE BEING TURNED DOWN FOR JOBS FOR WHICH THEY WERE SEEMINGLY TRAINED						
NEEDED A COMPLETE PROFILE OF A STUDENT'S CAPABILITIES						
WERE TOLD BY ONE OR MORE STUDENTS THAT THEY FOUND THE PROGRAM WHICH YOU ARE INVOLVED IN WAS IRRELEVANT TO THEIR NEEDS						
WERE REQUESTED TO EVALUATE THE EDUCATIONAL PROGRAM OF A RECENT GRADUATE OR A SENIOR STUDENT ABOUT TO LEAVE SCHOOL						
NEEDED TO MAKE A SPECIAL CONSIDERATION FOR A STUDENT ABOVE OR BELOW THE AVERAGE LEVEL OF ACHIEVEMENT						
HAD A STUDENT DEMONSTRATE THAT HE DIDN'T UNDERSTAND A WRITTEN INSTRUCTION OF YOURS (E.G. TEST QUESTION, EQUIPMENT OPERATION GUIDE, ETC.)						
MADE AN ASSESSMENT OF STUDENT PROGRESS IN YOUR OR A COLLEAGUES CLASS						
RECEIVED A REQUEST TO DETERMINE THE NATURE AND EXTENT OF EMPLOYMENT OF FORMER STUDENTS						
TRIED TO PERSUADE AN EMPLOYER TO MODIFY HRING REQUIREMENTS FOR VOC. ED. STUDENTS						
INTERPRETED THE USEFULNESS OF EVALUATION DATA						
MADE A JUDGEMENT ABOUT THE ADEQUACY OF YOUR PROGRAM OFFERING IN THE LIGHT OF STUDENT SUCCESS/FAILURE IN SECURING AND MAINTAINING EMPLOYMENT						
MADE A JUDGEMENT ABOUT THE QUALIFICATION OR CAPABILITY OF YOUR STUDENTS TO SECURE AND MAINTAIN EMPLOYMENT						

ACTIVITIES

NAME _____

ADDRESS _____

...TTING A ... SUBMITTED NEW CLASS ... NEW PRO- ...EW EQUIP-	WHILE CEATING NEW OR ESTRUC-TURING EXISTING JOBS WITH EMPLOYERS	WHILE WRITING SOME INSTRUCTION OR PROCEDURE FOR A STUDENT TO FOLLOW	WHILE RECOMMENDING FOR STUDENTS FULL OR PART-TIME JOBS	WHILE HELPING A STUDENT DECIDE ON A VOCATIONAL EDUCATION COURSE OF STUDY	WHILE TEACHING A VOCATIONAL EDUCATION COURSE OF STUDY	WHILE MAKING AN EVALUATIVE STUDY OF A PROGRAM OR CLASS	EXTENT OF PROBLEMS: NO PROBLEM	SOMEWHAT A PROBLEM	AVERAGE PROBLEM	MAJOR PROBLEM	NEVER OCCURRED

APPENDIX
SECTION 2.3.2

- TASK SHEETS USED IN WORKSHOP

	BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP WORKSHOP CURRENT COOPERATIVE EDUCATION ACTIVITIES	Name _____ State Team _____ Date _____ Checked _____	TASK 1a

Enter the No. of General Delivery Model Function Being Analyzed	Enter the Name of Organizations-Agencies Which You Believe to be Currently Involved in Activities Related to the Function	Identify the Programs Currently Operated by Organizations-Agencies Listed in the Previous Column Which are Related to the Function

	BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP WORKSHOP	Name _____ State Team _____ Date _____ Checked _____	TASK 1b
	INTERFACING PROGRAMS		

NO.	Enter the Name of Programs Operating in your State Which Relate to One of the Nine Functions of the General Delivery Model But Which Do Not Seem To Be Adequately Described By the Functions Listed	For Any Program Listed In the Previous Column Enter the Name of the Sponsoring Agency or Organization	If the Program is Subsequently Determined To be Described by one of the Listed Functions Enter the Function Number
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

	BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP WORKSHOP	Name _____	TASK 1c
	INTERFACING ORGANIZATIONS	State Team _____ Date _____ Checked _____	

	Enter the Names of Organizations/Agencies Which it is Believed May Have Resources (Personnel, Funding, Equipment, etc.) Which might be Employed In Support of Specific Functions of the General Delivery Model Which are Not Currently Being Employed	For Each Organization/ Agency Entered in the Previous Column Describe The (potential) Nature of The Involvement	Enter the General Delivery Model Function Number(s) To Which the Organization/ Agency Assistance Might be Related

	BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP WORKSHOP FUNCTION ANALYSIS	Name _____ State Team _____ Date _____ Checked _____	TASK A

FUNCTION NO. _____ TITLE _____

GOAL OF THIS FUNCTION

THREE OUTCOME(S) OF IMPLEMENTING THIS FUNCTION
1 _____
2 _____
3 _____

	BASIC IMPLEMENTATION ACTIVITIES	For this function what steps must be taken to:
		• formally assign organizational responsibility
		• commit resources (funds, equipment, etc.)
		• assign personnel
		• develop required policy and procedures
		• locate and transfer necessary data/information
		• develop or modify conflicting statutes and regulations
		• assure the necessary articulation with related agencies?

Sheet No. ___ of _____

	BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP WORKSHOP	Name _____ Date _____	TASK B
	ACTIVITY ANALYSIS Sheet ____ of ____	State Team _____ Checked ____	

ACTIVITY NO. _____ ACTIVITY TITLE _____ (Related to Function No. ___)

END RESULT OF THIS ACTIVITY (OUTCOME(S))

This Activity is performed (check one) → Once ☐ Occasionally ☐ Frequently ☐ Continuously ☐

APPROACH (Being Suggested)

RESOURCES REQUIRED	Location	Type	RESOURCE KEY
			I = information P = personnel M = material F = facility E = equipment

TWO SIGNIFICANT MILESTONES

FAILURE SOURCE	PREVENTATIVE ACTIVITY

	BUSINESS/LABOR/EDUCATION PROFESSIONAL DEVELOPMENT PARTNERSHIP WORKSHOP IMPLEMENTATION PLANNING	Name _____ State Team _____ Date _____ Checked _____	TASK IP

NO.	ACTIVITY	ESTIMATED MAN WEEKS REQUIRED	NON-LABOR COSTS	CANNOT START BEFORE END OF ACTIVITY #	MUST COMPLETE PRIOR TO START OF ACTIVITY #

PROGRAM SCHEDULE

PROGRAM

FUNCTION OR ACTIVITY	DAYS FROM GO-AHEAD

THE ECKMAN CENTER

Report status to: _____

Sheet _____ of _____

COOPERATIVE EDUCATION PROGRAM IMPLEMENTATION ASSIGNMENTS TASK SHEET

NO.	ACTION ITEM	OUTCOME TO BE ACHIEVED	INDIVIDUAL RESPONSIBLE	START DATE	STOP DATE

APPENDIX

SECTION 3.1

- POST-SESSION SURVEY INSTRUMENTS
- FOLLOW-UP SURVEY INSTRUMENT

POST-SESSION SURVEY
(Monday)

1. My team represents the State of _____

2. What things could the Workshop staff have done today which would have helped you to complete your work more efficiently and/or effectively?

_____

_____

_____

3. What things did the Workshop staff do today which were beneficial to your activities and which you would like to see done again?

_____

_____

_____

4. What changes in procedure would be helpful to you? Why?

_____

_____

_____

5. The most <u>useful</u> result of today's Workshop was

_____

_____

_____

6. Today's session would have been improved if

_____

_____

_____

7. Do you feel you were given adequate technical information to complete your task assignments?

_____

_____

_____

POST-SESSION SURVEY
(Tuesday)

1. My team represents the State of _____

2. What things could the Workshop staff have done today which would have helped you to complete your work more efficiently and/or effectively?

_____

_____

_____

3. What things did the Workshop staff do today which were beneficial to your activities and which you would like to see done again?

_____

_____

_____

4. What changes in procedure would be helpful to you? Why?

_____

_____

_____

5. The most <u>useful</u> result of today's Workshop was

_____

_____

_____

6. Today's session would have been improved if

_____

_____

_____

7. Do you feel you were given adequate technical information to complete your task assignments?

_____

_____

_____

POST-SESSION SURVEY
(Wednesday)

1. My team represents the State of _____

2. What things could the Workshop staff have done today which would have helped you to complete your work more efficiently and/or effectively?

_____

_____

_____

3. What things did the Workshop staff do today which were beneficial to your activities and which you would like to see done again?

_____

_____

_____

4. What changes in procedure would be helpful to you? Why?

_____

_____

_____

5. The most <u>useful</u> result of today's Workshop was

_____

_____

_____

6. Today's session would have been improved if

_____

_____

_____

7. Do you feel you were given adequate technical information to complete your task assignments?

_____

_____

_____

POST-SESSION SURVEY
(Thursday)

1. My team represents the State of _____

2. What things could the Workshop staff have done today which would have helped you to complete your work more efficiently and/or effectively?

_____

_____

_____

3. What changes in procedure would be helpful to you? Why?

_____

_____

_____

4. The most useful result of today's Workshop was

_____

_____

_____

5. Today's session would have been improved if

_____

_____

_____

6. Do you feel you were given adequate technical information to complete your task assignments?

_____

_____

_____

THE ECKMAN CENTER
22291 Mulholland Highway
Woodland Hills, California 91364
(213) 347-4445

MEMORANDUM

TO: Participants, Business/Labor/Education
Professional Development Partnership Workshop

SUBJECT: Follow-Up Survey

DATE: June 4, 1974

Your help is needed to provide evaluation input to the final report of our Denver Workshop. Please read the following questions. Record your answers on the score card (it's also a postcard). Please mail the score card back, as soon as possible.

1. What state do you represent?

2. Listed below are a number of statements about the Workshop and your activities since Workshop conclusion. Please indicate your reaction to each statement by placing an "X" in the appropriate space on the score card scale.

   Ex. The trip to the Denver Mint was very instructional.

	disagree									agree
	1	2	3	4	5	6	7	8	9	10
ex.								X		

84

a. The Denver Workshop was as good as, or better than, any Workshop I have ever attended.

b. I prefer a Workshop which has a product output (e.g., a plan) rather than one which has just a behavior output (e.g., changed attitudes).

c. The Workshop materials and presentations were all the resources I needed to create a meaningful plan for cooperative professional development programs.

d. I found the Workshop staff helpful to my planning efforts.

e. I found the Workshop staff available whenever I needed help.

f. If it hadn't been for this Workshop, our state probably would not have a comprehensive plan for cooperative teacher/industry exchange programs.

g. The Workshop facilities were excellent in every respect.

h. Our state has made good progress in implementing the plan developed at the Workshop.

i. Our state's progress in implementing the plan developed at the Workshop would be helped by obtaining a few days of consulting assistance on specific implementation problems we are experiencing.

j. Implementation of the plan our team developed would benefit from knowing of the experiences and troubles of other state teams in attendance at the Workshop.

k. Implementation of the plan our team developed is hindered by lack of available funds.

l. Implementation of the plan our team developed would benefit from having more concern and interest about cooperative professional development programs on the part of our highest educational administrators.

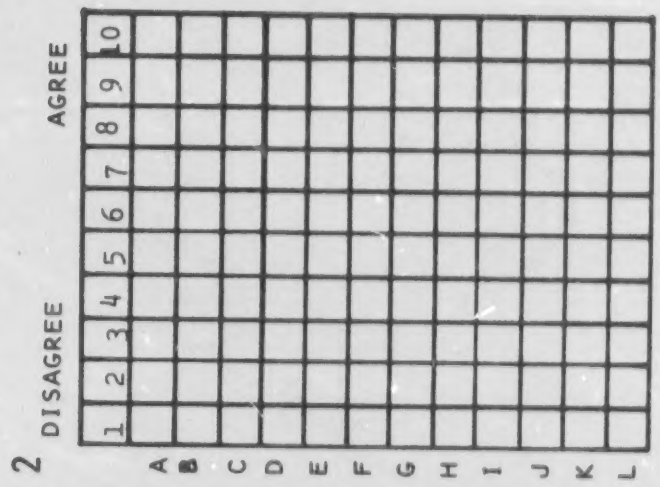
3. Comments: Please make any comments you wish, bearing in mind that they may appear in the final report -- expletives and all!

4. One last request. PLEASE send us any documentation of your planning efforts -- flow diagrams, activity write-ups, etc.. Thanks.

SCORE CARD

1

2



3

FIRST CLASS
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Woodland Hills,
CA.

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THE ECKMAN CENTER
22291 Mulholland Highway
Woodland Hills, California 91364

APPENDIX
SECTION 3.3

- PARTICIPANT OUTPUT PRODUCTS

FUNCTION FLOW DIAGRAM

for

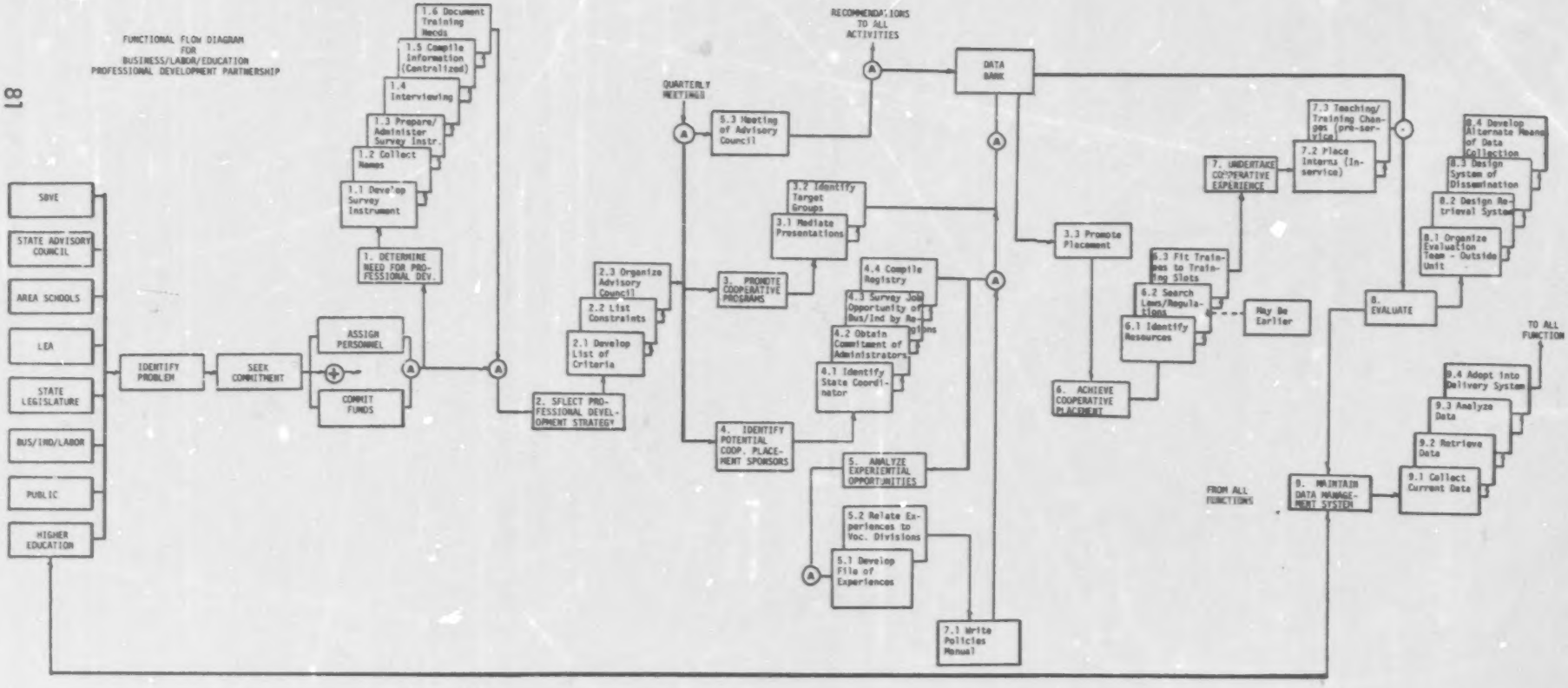
COOPERATIVE TEACHER TRAINING

IN COLORADO

For additional information related to the following diagram and the program it describes, please contact:

Dr. Robert F. Barnes
207 State Services Building
1525 Sherman Street
Denver, Colorado 80203

FUNCTIONAL FLOW DIAGRAM
FOR
BUSINESS/LABOR/EDUCATION
PROFESSIONAL DEVELOPMENT PARTNERSHIP



The function flow diagram for a Cooperative Teacher Training program in Colorado is composed of seven major functions:

1. Determine Training and Staffing Needs.

2. Develop a Cooperative Teacher Training Strategy.

3. Promote Cooperative Teacher Training.

4. Identify Cooperative Sponsors and Trainees.

5. Place Trainees.

6. Evaluate the Cooperative Teacher Training Program.

7. Utilize the Existing Management Information System.

In the flow diagram each major function has been broken down into the necessary sub-functions.

Function 1 assumes that the State Board for Community Colleges and Occupational Education (SBCCOE) and the State's Teacher Education Institutions approved for Vocational Education teacher training have accepted the concept of Cooperative Teacher Training as one valid strategy for teacher preparation and upgrading and are committed to its implementation. This function is designed to use a maximum of outside input to:

1. Determine personnel needed to operate the program.

2. Obtain a committment.

3. Identify the training needs of vocational education personnel in Colorado that can most effectively be met through a Cooperative Staff Training program.

Function 2 is designed to produce, as its primary output, a workable strategy of Cooperative Staff Training. This function will also provide cost and program component information to the Advisory Committee and programs staff.

There are two main objectives to be met by Function 3. The first objective is to promote the Cooperative Staff Training program among vocational education staff and business, industry and labor leaders. The second objective is to develop a statewide directory of potential job sponsors for vocational trainees.

The fourth function is designed to identify specific job sponsors and trainees. This output is required by Function 5, Placing and Training Staff. Function 5 involves matching the prospective trainees with jobs and carrying out the training program. The output of this function is a group of trained staff members.

Function 6 is simply program evaluation. It can be concluded from studying the sub-functions that this evaluation will be formative, summative and terminal. It will also evaluate the process as well as the product and does contain components necessary to conduct meaningful impact evaluation on a periodic basis.

Function 7, Utilize Existing Management Information System, is designed into the total delivery system to assure that there are provisions for storage, retrieval and analysis of pertinent data sets. In Colorado, this system will provide valuable input data for Functions 1, 3, 4, 5 and 6.

FUNCTION FLOW DIAGRAM

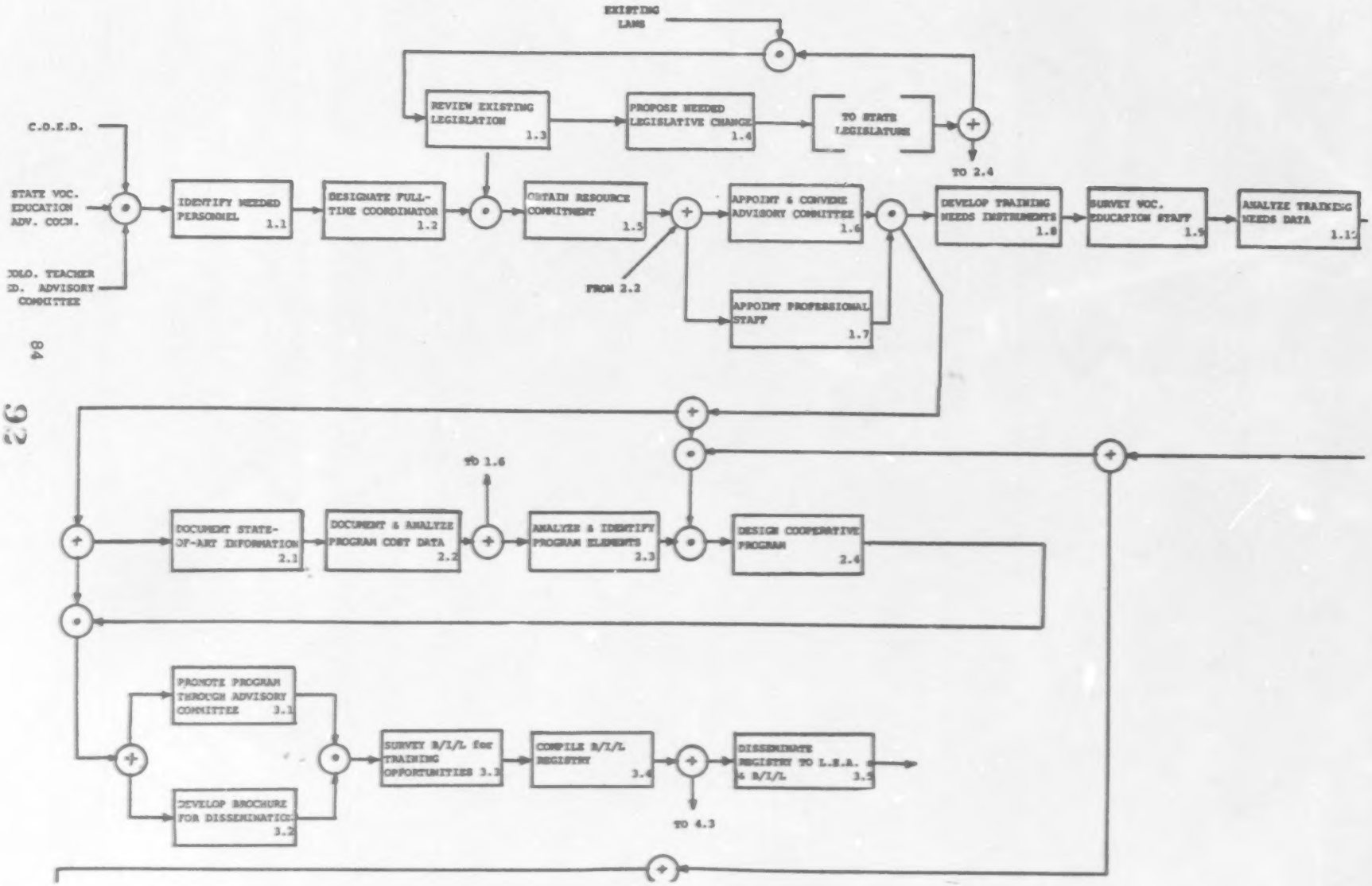
for

COOPERATIVE TEACHER TRAINING

IN IDAHO

For additional information related to the following diagram and the program it describes, please contact:

Ms. C. Janet Latham
1200 Santa Maria Drive
Boise, Idaho 83702


EXISTING LAWS
REVIEW EXISTING LEGISLATION 1.3
PROPOSE NEEDED LEGISLATIVE CHANGE 1.4
TO STATE LEGISLATURE
TO 2.4
C.D.E.D.
STATE VOC. EDUCATION ADV. COUN.
IDLO. TEACHER ED. ADVISORY COMMITTEE
IDENTIFY NEEDED PERSONNEL 1.1
DESIGNATE FULL-TIME COORDINATOR 1.2
OBTAIN RESOURCE COMMITMENT 1.5
FROM 2.2
APPOINT & CONVENE ADVISORY COMMITTEE 1.6
APPOINT PROFESSIONAL STAFF 1.7
DEVELOP TRAINING NEEDS INSTRUMENTS 1.8
SURVEY VOC. EDUCATION STAFF 1.9
ANALYZE TRAINING NEEDS DATA 1.12
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DOCUMENT & ANALYZE PROGRAM COST DATA 2.2
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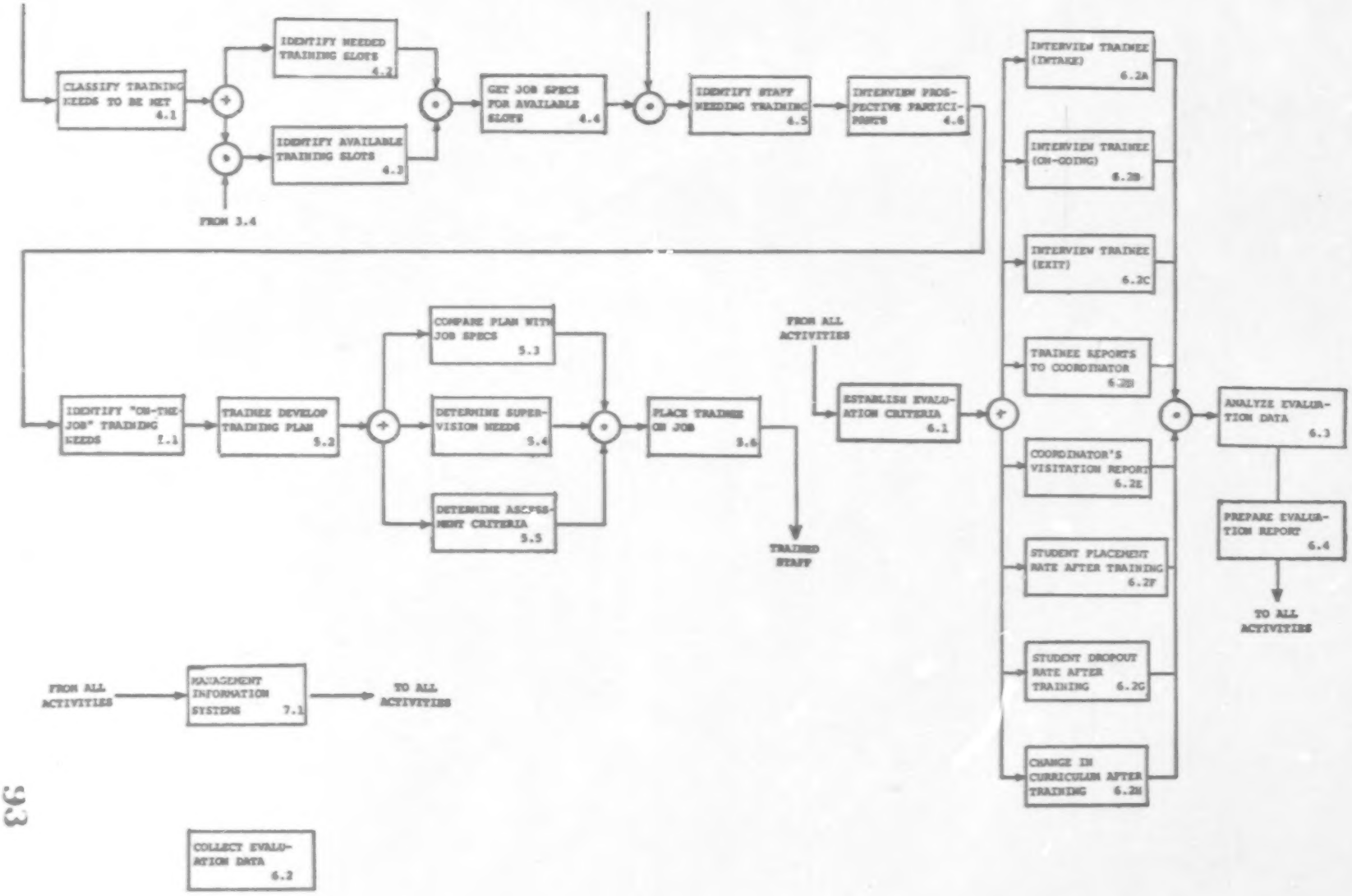
DEVELOP BROCHURE FOR DISSEMINATION 3.2
SURVEY R/T/L for TRAINING OPPORTUNITIES 3.3
COMPILE R/T/L REGISTRY 3.4
DISSEMINATE REGISTRY TO L.E.A. & R/T/L 3.5
TO 4.3


CLASSIFY TRAINING NEEDS TO BE MET 4.1
IDENTIFY NEEDED TRAINING SLOTS 4.2
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At the time this final report was due, only the Colorado and Idaho teams had submitted participant output products to the Eckman Center. Anyone reading this document and wishing to obtain such products from the other participating states should contact anyone of the participants listed on pages 50 and 51.